

TDSB

Languages :

Curriculum Leader: Marie-Hélène Benais

Teacher(s): Mme Bigelow Mme MacKinnon

Year(s): 2014-2015



Pre-requisites: FIF 3U5

Textbook: Anthologie littéraire

Email(s):

caroline.bigelow@tdsb.on.ca

fiona.mackinnon@tdsb.on.ca

Grade 12 French Immersion University Preparation

COURSE DESCRIPTION

Curriculum Expectations <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl1112curr.pdf>

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

OVERALL EXPECTATIONS

By the end of this course, students will:

Oral Communication

- understand the content and interpret the message conveyed by a variety of media works;
- speak with native-like fluency on a variety of topics ranging from personal life to global issues;
- express and explain abstract ideas;
- use correct grammar and appropriate language conventions during oral communication activities.

Reading

- read a range of literary and other works to deepen their appreciation of francophone culture around the world;
- research a range of source materials to clarify their ideas and verify their points of view;
- analyze and interpret complete works or excerpts from works in a variety of genres;
- identify and understand language conventions used in their reading materials.

Writing

- write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- express and explain abstract ideas in their writing;
- write essays and research papers on a variety of topics;
- use correct grammar and appropriate language conventions in their written work.

SPECIFIC DEPARTMENT INFORMATION

There will be three field trips in FIF 4U this year: Theatre Français de Toronto (a professional French Theatre company), Cinéfranco (a French film festival) and La Troupe des anciens (University of Toronto) a Molière play. Students will be notified well in advance of these field trips in order to expedite the collection of fees and field trip permission forms. Students are expected to bring a binder and writing materials to class every day. A good French –English dictionary as well as a Bescherelle (verb conjugation dictionary) are recommended .

Mme MACKINNON

Resources will be posted in **AW** under **MACKINNON FIF 4U5** on their school desktop or in **Google drive** under **FIF 4U5 Period C or Period H**.

Mme BIGELOW

Online dictionaries and many other relevant resources are available on <http://echangevirtuel.wikispaces.com/> .

Assignment calendars will be posted on <http://travauxdeseleves.wikispaces.com/>

All work must be submitted on <https://tdsb.elearningontario.ca/> . Students will need their student number and password to log into the system.

For more information about activities at Lawrence Park CI visit:

<http://schoolweb.tdsb.on.ca/lawrenceparkci/Home.aspx>

ASSESSMENT AND EVALUATION STRATEGIES

ACADEMIC HONESTY: CHEATING AND PLAGIARISM

All students in the Toronto District School Board are expected to submit their own work for evaluations. Cheating and plagiarism will not be condoned. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism; and
- ensure that all their work is original and that they cite sources accurately and consistently

Consequences for academic misconduct could result in assignments of a lower grade (including zero), failure in a course and removal from a course and/or suspension from school.

EVALUATION OF LATE OR MISSED ASSIGNMENTS

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

Teachers support students in the development of their skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Students must also understand that there are consequences for incomplete, missing and late assignments. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

MISSED EVALUATIONS

It is the student's responsibility to make arrangements, ahead of time, for any evaluations that may be missed. If a student misses a test due to an illness or family emergency, then that student must bring a note signed by a parent/guardian with a phone number where they can be reached in the evening. Also, that student will be expected to write a make-up test immediately upon return to school. Missed exams require a medical note that states the student was medically incapable of writing an exam.

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PURPOSE OF ASSESSMENT

The term assessment is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

ASSESSMENT FOR LEARNING

Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

ASSESSMENT AS LEARNING

Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. This type of assessment occurs frequently and in an ongoing manner and helps students reflect on their learning and set individual goals for learning.

ASSESSMENT OF LEARNING

Assessment *of* learning is the assessment that becomes public and results in the student's overall grade. This type of assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

LEARNING SKILLS

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation are assessed on an ongoing basis. Good attendance, academic integrity, homework and timely assignment completion are also crucial to the success of the student.

COURSE EVALUATION

Course Work – 70%

Ongoing **assessment of learning** will occur to allow students the opportunity to be successful. Your achievement will be assessed during each unit to determine how well you are progressing towards achieving course expectations. Course work will be assessed using the four learning categories:

- 1) Knowledge/Understanding
- 2) Thinking/Inquiry
- 3) Communication
- 4) Application.

Descriptive feedback from your teacher will enable you to improve. Assessment of learning in course work will determine 70% of your overall grade. Examples of tasks used to determine this mark may include: tests, assignment, reflections, essays etc.

The weighting of each learning category varies by subject and course.

Learning Categories

Knowledge and Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

Culminating Task – 30%

Culminating Task: Research essay and seminar presentation

You are expected to take part in the course culminating activity. This will allow you the opportunity to demonstrate your achievement of all the course expectations. The Culminating Task will determine 30% of your overall grade in this course. Examples of culminating tasks are an argumentative research paper, final exam, presentation etc.